



NILA Mentoring Program 2010-2011 Mentee Application Guidelines

(Guidelines based on ACTFL Mentoring Program 2009-2010 Guidelines)

The primary goal of the mentoring project is to retain and support world language teachers new to the profession. Mentoring is seen as an essential part of staff development and a part of envisioning schools as professional learning communities (Ganser, 1998). Mentors and mentees in the NILA Mentoring Program will be matched as closely as possible by the environment within they teach such as language, language level, school setting and school size.

If possible, the mentor and mentee will meet in person for the initial contact in order to plan for the 2010 - 2011 school year. After that, the mentor and mentee will determine the best form and frequency of the communication between them. It is expected that most of the communication will take place by phone or e-mail and at a minimum of once a month.

The mentoring program has been made possible by a grant from CSCTFL (Central States Conference on the Teaching of Foreign Languages). In order to be considered for the 2010-2011 NILA Mentoring Program, mentees need to complete the application form and the reflection question. Please submit the form and reflection to Marlene Knobbe, NILA President (See below for contact information). There will be a total of 8 mentees selected. If accepted, you will be asked to complete a more detailed self-assessment to help your mentor know you better. A successful mentoring program depends greatly on the relationship between the mentor and mentee. If for some unseen reason the communication and relationship are not beneficial, either the mentee or the mentor may ask NILA to reassign them. Attendance at the NILA fall conference to be held at Nebraska Wesleyan University in Lincoln on October 1-2 is highly encouraged!

Eligibility for the mentee program:

1. Must be a pre-service teacher or within 5 years of a first teaching assignment.
2. Must be willing to join NILA for the 2010-2011 school year.
3. Must commit to the mentoring program for one school year (2010-2011).

All applications must be received by September 1, 2010. Applicants will be notified of acceptance to the program within two weeks of the September 1 deadline. Completed applications may be submitted by mail or electronically to:

Marlene Knobbe
239 11th Rd.
West Point, NE 68788
maknobbe@skyww.net



CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES
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Benefits to

Mentees

The primary goal of the mentoring project is to retain and support world language teachers new to the profession. Interviews with first-year teachers who have had mentors indicate they "feel supported" and are more likely to remain in teaching than those without mentors (Dr. Hazel Loucks, 2003).

- Mentees will receive assistance in setting and developing goals
- Mentees will receive support, feedback and encouragement
- Mentees will receive the following classroom resources from NILA: Books: "The Keys to the Classroom" by Paula Patrick; "Tools for Teaching" by Fred Jones; "Teacher's Handbook: Contextualized Language Instruction" by Judith L. Shrum & Eileen W. Glisan (secondary) or "Languages and Children: Making the Match" by Helena Curtain & Carol Dahlberg (elementary)
- Pre-service and new teachers will be prepared to become involved and take leadership in world language professional organizations and conferences
- New and pre-service teachers will bring new ideas and enthusiasm
- The quality of education and student achievement will be improved
- Mentees can speak freely about the problems, frustrations and challenges of teaching
- Mentors can share personal experiences, resources, articles, research and professional development opportunities. The sharing of professional resources will benefit both the mentor and mentee.
- Positive relationships/bonds can be formed that will last beyond the year of mentorship
- New and pre-service teachers will have opportunities to be successful in applying effective teaching practices and professional development experiences
- New teachers who are mentored receive higher ratings from their principals, develop better planning skills, handle discipline problems more effectively, conduct more productive classroom discussion, and remain in classrooms longer than teachers who are simply left to "sink or swim" (Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers, 2000).
- Rural teachers will not feel as isolated and will have an avenue for collegiality and professionalism.
- Constructive feedback and sharing, and the modeling of sound pedagogical techniques will occur.



NILA Mentee Application

Name: _____ Date: _____

School: _____

If pre-service teacher, name of institution you attended: _____

Preferred Mailing Address: Home Work

Address: _____

City: _____ Zip: _____

Home/Cell Phone: _____ Email: _____

Years of Teaching Experience (excluding current year): Pre-service 1 2 3 4 5

Location of school: rural suburban urban

Language(s): French German Spanish Other _____

If applicable, present position/average number of students per class/total students taught:

Do you currently or have you ever been assigned a mentor at your school: Yes No

If yes, has the mentorship been effective? Why / Why not?

Name of Methods Instructor/Principal/Department Head:



NILA Mentee Reflection

In 300 words or less, explain why you are interested in the mentoring program.